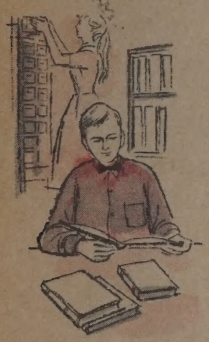
NOVEMBER LEARNING AIDS

Theme: Values

Let the individual interests, needs and abilities of your students determine their use of the Student Guide. The allocation of some exercises to grades 7-9 and others to grades 10-12 does not preclude their use at other levels.



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Analysis of Artides for Class Use

Use the analysis below to select articles according to—
Literary Types: See first column at left.
Readability Levels: 1 — Easy
2 — Moderately Difficult
3 — Difficult
Purposes for Reading: See columns at right.

*This article appears only in the Educational Edition of the Digest —not in the regular subscriber edition.

			Recreation or Inspiration	Information (Reporting; Evaluation and Discussing)	Study of Form (Outlining)	Interpretation (Oral Activities; Creative Writing)
Narratives	2	My 32 Hours at the Edge of Space, p. 37	✓	✓		✓
	2	The Jet That Crashed Before Take-Off, p. 65	✓	✓	✓	✓
	1	I Was in the Iroquois Theater Fire, p. 133	✓	✓		✓
	1	A Lover's Flight to Russia, p. 171	✓			✓
	1	George Washington's Unknown Spy, p. 187	✓	✓		✓
Biographical Sketches	2	Our Miss Rossie, p. 82	✓	✓		✓
	2	Moscow's Chief European Gangster, p. 100		✓	✓	
	2	Those Amazing Kennedys, p. 112	✓	✓		✓
	2	She Is Skipper of the *Morning Star*, p. 127	✓	✓		✓
	2	Love Affair of William Francis Gibbs, p. 147	✓	✓		
	2	Most Unforgettable Character I've Met, p. 212	✓	✓		✓
Essays—Formal and Informal	2	How to Deal with Your Tensions, p. 44	✓	✓	✓	
	2	*Lincoln Goes to Gettysburg, p. 61	✓	✓		✓
	2	What Makes a Genius?, p. 69	✓	✓		✓
	1	Want to Get Back to Sleep?, p. 95	✓			✓
	2	*Is* There a Loch Ness Monster?, p. 105	✓	✓		✓
	2	Screen Test for Tomorrow's Schools, p. 143	✓	✓		✓
	2	Rotterdam: A City Reborn, p. 152	✓	✓	✓	
	1	The Exploits of Alice, p. 196	✓	✓		✓
	2	Versailles: Glory of France, p. 204	✓	✓		✓
Informative Articles—Current Affairs	2	If a President Becomes Disabled, p. 52		✓	✓	
	2	How Ethical Are These Lawyers?, p. 56		✓	✓	
	3	How a Labor Leader Went Wrong, p. 74		✓		
	2	It's Never Dull on the Big Road, p. 90		✓		
	2	Conduct Code for Teen-Agers, p. 97	✓	✓	✓	✓
	3	In Defense of Bigness in Business, p. 138		✓	✓	
	2	A New Nation-Wide Pipeline—for Blood, p. 158	✓	✓		
	3	Beginnings of Unity for Europe, p. 180		✓	✓	
	2	Crime-Busters in Skirts, p. 222		✓	✓	

Articles in Subject-Matter Fields

1. English—See list on page 2. In addition, note:

Creative Writing; Literature
Pages 37, 61, 65, 82, 133, 187, 196, 204, 218
Journalism; Reporting
Pages 37, 61, 65, 90, 105, 127
Speech and Dramatics
Pages 61, 79, 112, 143, 171, 187
Remedial Reading
Pages 60, 79, 95, 133, 187, 196

2. Social Studies—Citizenship

Current Problems
Pages 52, 56, 74, 138, 180, 222
History and Geography
Pages 61, 152, 180, 187, 204
Consumer Education
Pages 48, 118, 138, 166
International Understanding
Pages 100, 127, 152, 171, 180, 212

3. Guidance—Citizenship

Character Values
Pages 37, 56, 61, 69, 74, 82, 97, 112, 127, 187, 212
Education and Careers
Pages 37, 56, 69, 82, 90, 97, 118, 143, 147, 212, 222

4. Science

Health and Safety
Pages 44, 90, 122, 133, 158
Aviation and Invention
Pages 37, 65, 147, 166
Natural Science
Page 105

Articles for Teaching Units

Home and School Life
Pages 69, 82, 97, 112, 143
Community Affairs
Pages 82, 97, 158, 212
State and National Affairs
Pages 52, 56, 74, 118, 138, 222
Other Lands and People
Pages 100, 127, 152, 171, 180, 204, 212
Adventure and Pioneering
Pages 37, 65, 133, 187
Inspiring Personalities
Pages 37, 61, 69, 82, 127, 147, 187, 212
Animals and Nature
Pages 105, 196
Art and Architecture
Pages 147, 152, 204
Humor
Pages 15, 60, 79, 95, 111, 141
Science and Guidance
See groups 3 and 4 above.

SUGGESTIONS FOR USING THE NOVEMBER STUDENT GUIDE

THIS MONTH the theme of *personal values* runs through the learning aids in the Student Guide. Beginning with the introductory article on page 1, students are reminded of the importance of worth-while values and the dangers of being guided by self-centered values such as "What's in it for me?" In the two sections entitled BUILD READING POWER—*Part One* (junior high level) and *Part Two* (senior high level)—and especially in the Social Studies section, the theme is carried beyond the individual to the social, business, national and international areas.

The study of values to live by is particularly appropriate at this season of the year. Thanksgiving and Christmas are times when we traditionally take stock of ourselves and our relationships with others. We trust that this study will prove provocative and profitable for you and your students.

"Top Ten" Project

This month, the "Top Ten" panel was composed of ten students from the five senior high schools in Des Moines, Iowa, two students representing each school. The group met at East High School. On page S-3 of the Student Guide appears the list of the students' favorite articles with their brief reviews.

We suggest that you use the "Top Ten" list to motivate a reading project in your classes. Encourage students to read the Digest to form their own opinions of the articles and to write "teasers."

Our "Honor School" System

The Des Moines public school system maintains five senior high schools and ten junior high schools serving some 15,000 youth of the capital of Iowa. Senior high schools are East High School, North High School, Des Moines Technical High School, Roosevelt High School and Lincoln High School—the latter two being junior-senior high combinations.

The citizens of Des Moines are proud of their schools and participate actively in the promotion of better services for children through education. This support has made it possible to expand the educational program and at the same time provide 25 million dollars in the past ten years for 40 building projects. Increased guidance services and expanded programs for superior students are among the recent developments designed to improve the education of Des Moines youth.

Dr. John H. Harris, Superintendent, Dr. George W. Hohl, Deputy Superintendent, and Mr.

W. C. Findley, Assistant Superintendent, are the chief administrators of the school system. Mr. J. E. Stonecipher, Director of Secondary Education, and Mr. D. Q. Williams, Principal of East High School, made arrangements for the visit of The Reader's Digest representative.

Score Chart for Reading Rate and Comprehension

The chart on page S-11 encourages each student to keep a record of his reading achievement. Before students use this chart, it is advisable to discuss why reading rates cannot be classed as *poor, good* or *excellent* solely in terms of words read per minute. The important question is: "How quickly can you get what you want from your reading?"

This month, we have indicated on the chart the reading time for all articles tested in the Student Guide. You may wish to let students time their reading of both difficult and easy articles, so that they may observe the wide range in their reading rates for varied material. Caution students to remember that the questions asked in the quizzes require understanding, recall of main ideas and of important details.

Pointers for Students—Weigh and discuss with your students these suggestions:

1. Read as fast as you can and still grasp the meaning. The number of words read per minute is not the only measure of a good reader; comprehension is, of course, more important.
2. Set a purpose for reading; then read as quickly as you can to fulfill this purpose. Your purpose may be to:
   a. enjoy a light fiction article. You may grasp the story at a rate of 500 or more words per minute.
   b. skim an article for specific facts or for a general idea of what it tells about. You may race along at 800 or more words per minute.
   c. study difficult informative articles or savor descriptive passages. You may slow up at times to 100 or 200 words per minute.
3. To increase your speed of reading and comprehension, practice regularly and purposefully. The results will be rewarding.

Speed Practice—For additional practice in speeded reading, we suggest the following articles:

Abbreviated Titles	*No. of Words*
Loch Ness (p. 105)....	2251
Kennedys (p. 112).....	2277
Skipper (p. 127).....	2005
Flight (p. 171).....	1990
Character (p. 212).....	1552

To find reading rate, divide the number of words in the article by the number of minutes and seconds required for reading it.

Aids for Teaching Reading Quizzes

Lesson Plan for Quiz 1 (p. S-4)

"George Washington's Unknown Spy" (p. 187)

Aims—1. To give students opportunity to enjoy and understand an exciting story.

2. To stimulate interest in learning more about our country's history through reading and research.

3. To throw light on the ethics involved in espionage activities.

4. To correlate the work of different subjects—history, geography, literature, language arts — through oral and written assignments.

Motivation for Reading—1. Ask students to consider what they would do if they found someone spying against their team or their club.

2. Elicit class response to movie, TV and news accounts of spying in this country.

3. Discuss the meaning of the statement: "All's fair in love and war," and consider how it applies to spying. (After students have read the article, let them apply the statement specifically to Honeyman.)

Words and Concepts to Clarify—Discuss these words, among others: *Hessian, mercenaries, extricate, pallor, annotate, Tory, conscripted, metropolis, inquisition, queue, posterity.*

Instructions for Reading—Ask students to read this interesting, easy story faster than their normal pace, seeking answers to the following question: "What is the story behind Washington's famous crossing of the Delaware?"

After students have read the story, have them take the quiz on page S-4. The quiz tests such skills as: (1) recalling main points; (2) drawing conclusions; (3) seeing relationships; (4) making judgments.

Follow-Up Activities—1. Arrange a debate, panel discussion or other speech activity on the subject: "Should we ever support the idea of spying? Is spying fundamentally dishonest?"

2. Students might imagine that they have been asked to prepare a script for actual presentation on a TV program. A script for a program such as *You Are There* could be written and "rehearsed" in class. Or one student could pretend that he is Honeyman, another that he is a Mike Wallace type of interviewer.

3. As emphasis is placed upon ethics this month, you may wish to relate the British use of Hessian troops in the Revolutionary War to the theme of the hired killer in Westerns and crime stories.

4. Superior students might analyze and report upon the style of "George Washington's Unknown Spy." Does the story hold the reader's interest? Does it have suspense? Is the writing crisp? What techniques does the author use to gain his effects?

5. Suggest the following topics

for group or individual research projects: (a) Forgotten Men in American History; (b) American Spies Who Helped Their Country; (c) What Happened to Honeyman's Descendants?

Supplementary Reading—The books suggested for supplementary reading in the Student Guide are listed in approximate order of reading difficulty. The lists are merely samplings of the many excellent books relating to the subjects of the articles tested.

If the article about Honeyman helps to create interest in the Revolutionary War, encourage students to read further on the subject. There are books for the youngest and slowest readers (e.g., *First Book of the American Revolution,* by Richard Brandon Morris), books for better readers (e.g., *Paul Revere and the Minute Men,* by Dorothy Canfield Fisher) and many for superior readers.

Teaching Aids for Quiz 2 (p. S-5)

"Lincoln Goes to Gettysburg" (page 61 of Educational Edition only)

Suggestions for Introducing the Story—1. Begin the lesson with the Gettysburg Address, recited either by Orson Welles on record or by an able student. Mimeographed copies of the speech might be distributed to the class.

2. Read to the class other elegiac speeches—Mark Antony's in Shakespeare's *Julius Caesar,* for instance. Then move into the Lincoln material by inviting comparison or contrast.

3. Ask the class, "Have you ever fallen asleep during a speech? If so, why?"

4. Refer to the adverse criticism of Lincoln's speech. Then ask the class to comment upon it.

Words and Concepts to Clarify—Discuss the meanings of: *dedication, shrine, venerable, bunting, peroration, sepulcher, constraint, panorama, annals, felicitous.*

Classroom Activities—1. Direct students' attention to such phrases as "stump speech," "graves of the Gettysburg dead" and "Presidential party," and help them to appreciate the effectiveness of alliteration wisely employed. Do the same with Sandburg's figures of speech.

2. Refer students to "Points to Ponder" on page 218 of the Digest. Let them decide which excerpts from the article or the speech belong in that section.

3. Raise the question of Lincoln's slight preparation for a major speech. Point out that Lincoln drew upon a lifetime of thought and feeling about this theme. Press home a valuable lesson about the art of public speaking: (a) feeling deeply about the subject ("from the heart to the heart"); (b) finding the right words to express this feeling.

4. Stress the ethical implications of the speech ("of the people, by the people and for the people," etc.)

Beyond the Classroom—1. Now that standards of good speaking have been established, ask students to listen to and evaluate current speakers.

2. Have students study other speeches of Lincoln. Are the stylistic qualities characteristic of the Gettysburg Address present in these speeches?

3. For additional credit, suggest that students prepare displays for classroom or hallways involving "Lincolniana."

4. Suggest that the class begin preparation for an assembly program to be given on Lincoln's birthday. Besides using ideas from classroom discussion, include "Lincoln in Song and Verse"; a dramatization of the day at Gettysburg; scenes from the plays about Lincoln.

Teaching Aids for Quiz 3 (p. S-7)

"My 32 Hours at the Edge of Space" (p. 37)

Suggestions for Introducing Article—1. Read aloud a quotation from a book on space in which the prediction is made that within the foreseeable future man will be traveling to other planets. How many students believe that prediction?

2. Ask students to discuss the thrill of "first time" experiences; *i.e.,* riding in an airplane; driving a car; doing a unique experiment in the lab; beholding a beautiful scene.

3. Inquire about fears that students may have experienced in adventures they have undertaken; relate these to the fears Simons himself expresses.

4. To superior classes, read John Keats' "On First Looking Into Chapman's Homer." Elicit an association between the sonnet and the subject of the article.

Words and Concepts to Clarify—Discuss with students the meanings of difficult terms such as: *aeromedical physician, meteorologist, hermetically sealed, the "bends," polyethylene, aurora borealis, cosmic ray, troposphere, theorized, thunderheads, lethargic, thermal suit.*

Classroom Activities — These might include: 1. Planning and presenting a debate on whether it is more important to serve society or one's family. (Cite the example in *High Noon* of the sheriff's friend who deserts the sheriff because "My first responsibility is to my family, not my community.")

2. Doing research, either singly or through specially assigned committees, on such subjects as: man's concern with balloon travel (A superior student might be directed to the letter of Alexander the Great to his teacher Aristotle or to the diaries of Leonardo da Vinci); the physical requirements for becoming a balloonist; the most durable materials for the construction of space balloons.

3. Introducing a guest speaker to a group—either the speaker suggested in the Student Guide or perhaps a superior student who has been selected or who has volunteered

to serve as a resource person on the obvious questions raised in the article.

4. Preparing a list of books, other than those suggested in the Student Guide, on the subject of science fiction, jet flying, space travel, etc. (Some students may be interested in reading: *What's Inside of Me?,* by Herbert Spencer Zim; *How Your Body Works,* by Herman Schneider; etc. Students who enjoy stories of "famous firsts" should be referred to Lindbergh's *We* and *The Spirit of St. Louis,* and to Russell Owen's *The Conquest of the North and South Poles.)*

5. Presenting book reports—not only on such stand-bys as the work of the Piccards, but also on the books by explorers of the other elements, the sea and the land *(e.g.,* Beebe, Hillary, Carson and the speleologists).

Beyond the Classroom—1. Plan a trip, if possible, to the nearest planetarium, airport or weather station. If the class cannot go as a group, get a student or a committee to do so and report on the trip.

2. Encourage students to watch and then report on any TV program or motion picture relevant to the theme of the Digest article.

3. Ask more advanced students to study the original article in *Life,* and compare it with the Digest condensation. How would the *student* have condensed it? What lessons may he learn about the skill required in condensing long pieces?

Teaching Aids for Quiz 4 (p. S-8)

"The Jet That Crashed Before Take-Off" (p. 65)

Preparation for Reading—Discuss the rapid development of aviation and its importance in civilian as well as military affairs. To what extent are jet planes being used commercially? Draw from the students accounts of stories about fliers in books, moving pictures or TV, with opinions about their authenticity.

Reading the Article—As the subject matter of this article is exciting and the story suspenseful, interest will be high. Students should read it rapidly, seeking answers to the following questions: Why did the plane crash? How could the disaster have been avoided?

Concepts to Discuss — Make sure that students understand technical terms such as: *flight plan, mission, control tower, zero wind, supersonic jet fighter, jettison, manual release, knots, retracted, landing gear, airspeed.*

Related Activities—1. Encourage students to look up and report on the careers of aviation pioneers. Stories about the following aviators have appeared in past issues of the Digest: the Wright brothers (November 1956, pp. 188-194); the Brazilian Santos-Dumont (May 1957, pp. 107-117); Eddie Rickenbacker (September 1950, pp. 45-49); Charles A. Lindbergh (October 1953, pp. 143-180); Amelia Earhart (May

1951, pp. 55-59, and July 1957, pp. 110-116).

2. Have students report on their own flying experiences or their interviews with those who have flown.

3. Reports of air disasters (See *"Death of the* Hindenburg" in December 1956 Digest) may lead to discussion of air safety—past, present and future. In this connection, ask students to discuss the research and experiments that are being carried on, as evidenced in "My 32 Hours at the Edge of Space" on page 37 of the current Digest.

Lesson Plan for Quiz 5 (p. S-9)

"Versailles: Glory of France" (p. 204)

Aims—1. To arouse interest in a colorful and critical period of French history.

2. To stimulate discussion about the worth of historic national shrines and monuments.

3. To correlate the work of different subjects: history, geography, language arts, literature.

4. To increase appreciation of effective descriptive writing.

5. To provide opportunity for research and creative activities.

Motivation for Reading — The interests and background of your students will determine how you introduce this article to the class. One of these suggestions may appeal to you:

1. Ask students: "What do you know about Versailles, the Hall of Mirrors, Marie Antoinette?" These key words may arouse students' interest and induce discussion. If students have read Dickens' *A Tale of Two Cities,* have them compare their reactions.

2. Read aloud the first paragraph of the article. Then pose the question: "Why do millions of tourists visit the Versailles Palace every year?"

3. Discuss national shrines at home and abroad. Ask students to tell about any they have visited *(e.g.,* Mount Vernon, Monticello, Versailles).

Concepts to Discuss—The article will be more meaningful to students if they understand these references: *Bourbon kings, the "Sun King," Hall of Mirrors, Trianon, the Dauphin, the Bastille, guillotine, Franco-Prussian War.*

Reading the Article—As this article is primarily descriptive, it does not lend itself to rapid reading. If students time their reading, their rates will be lower than those for reading narrative. Suggest that they read to enjoy the word pictures and to answer the question: "Why is Versailles the 'glory of France'?"

Individual or Group Assignments—1. Look up and report upon the lives of some of the people named in the Student Guide quiz.

2. Trace the history of France during the 17th and 18th centuries. Class reports should bring out "the glory that was France" and the causes of the Revolution.

3. Arrange an exhibit of pictures and posters showing scenes in Paris and its environs.

4. Write brochures or give travel talks about the Versailles Palace.

5. Use as the subject of a round-table discussion: "Which is to be preferred—Louis' Hall of Mirrors or modern kitchens for all people?"

6. For supplementary reading, suggest: *"The Scarlet Pimpernel,* by Baroness Orczy; *Red Caps and Lilies,* by Katharine Adams; *Scaramouche,* by Rafael Sabatini. Advanced students may enjoy reading Stefan Zweig's *Marie Antoinette* and parts of Carlyle's *History of the French Revolution.*

Studying an Author's Style—The Peatties brighten their writing with figurative language and vivid details.

1. Find in the article and list effective figures of speech (*e.g.,* "The Bourbon rule rolled on, heedless, like a great golden coach pulled by runaway horses").

2. Note the details that give the impression of vastness and grandeur (*e.g.,* solid silver furniture, 1400 fountains, 27 acres of roof).

3. Select paragraphs that paint vivid pictures (*e.g.,* the paragraph on page 206, beginning "At the rear, no more moving perspective").

Teaching Aids for Quiz 6 (p. S-9)

"Why Your Body Stays Well" (p. 122)

Introducing the Article — Discuss the defenses that our bodies have against diseases. Students should know about the universal prevalence of germs — microorganisms called variously *bacteria, bacilli, viruses, cocci, spirochetes, amoebae,* etc.—and that only a small percentage of them are dangerous to man. Their usefulness to man should be stressed to clear up misconceptions about germs. You may wish to refer to three interesting Reader's Digest articles on the subject: "Microbes: Hard-Working Friends of Man" in October 1954, "The Wonder World Under Our Feet" in June 1950 and "Are You Overdosing with Antibiotics?" in June 1953.

Concepts to Clear Up—Stress the fact that it is ***not necessary*** to know the meanings of all technical terms like *lysozyme, leukins, lysins,* etc. However, it is helpful to understand the functions of the red and white corpuscles and the plasma of the blood, of the lymphatic system and fluid, and of the skin as the outer protector (Compare turtles, shellfish, alligators).

Reading the Article—Because of the difficult technical terms, speed of reading should not be emphasized, though if reading is timed students may practice "shifting gears" in accordance with the material. Probably some students will need to reread the article before taking the multiple-choice test.

Topics for Research and Reports—Paul de Kruif's *Microbe Hunters* is a lively and readable source of in-

formation about scientists in the field of microbiology. Interested students may write reports on the careers of Louis Pasteur, Walter Reed and other scientific pioneers.

Some students may want to find out about the advances in defense against infectious diseases marked by the discovery of sulfa drugs and antibiotics like penicillin.

More Ideas for Talking and Writing

Presenting a panel discussion in television style may have an amazing, corrective effect upon slovenly speech habits and untidy appearance. A screening of candidates for places on the panel might point up the necessity for distinct speech and the desirability of good grooming.

Personal Pointers

The following suggestions for students will be useful for participation in mock telecasts in class or for an appearance on the local TV station:

1. The TV camera may include you in the picture at any time. Be prepared. Conduct yourself throughout the program as if you were the center of attention on the television screen.
2. Avoid moving about in your seat. Poise is essential for a good television appearance.
3. To avoid a "shifty-eyed" appearance, do not look to the extreme right or left.
4. Conversational tone, rather than oratorical style, is suited to the TV medium.
5. Wear solid colors. Patterns are often too "busy." Avoid wearing black or white dresses. Men wear blue shirts.

Setting Up Programs

1. To set up the panel program in a simulated TV style, arrange two tables at right angles. Panel members face the audience. (One "camera" covers them.) The chairman looks at the panel. (Another "camera" covers him.) Have one student act as announcer; have another give time cues to the chairman.
2. For the simulated radio program, use an object to represent a table microphone. If you have a tape recorder, record the program in advance of the class lesson and play it back as if it were a real broadcast.

Writing Assignments

Because of the time limit imposed by all radio and television programs, writing assignments for these media offer excellent opportunities for practicing economy in writing. The following articles in the current Digest may be useful for dramatizing incidents, for news programs or for creative writing in which the student may be inspired by a program he has seen or heard on television or radio: "Conduct Code for Teen-Agers" (p.

97); "I Was in the Iroquois Theater Fire" (p. 133); "George Washington's Unknown Spy" (p. 187); "The Most Unforgettable Character I've Met" (p. 212).

Developing Values Through the Social Studies Program

The advent of Stalinism in Soviet Russia, Nazism in Germany and the imperialist group in Japan brought home clearly to people in this country that intelligence alone is not sufficient for adequate solutions to political, economic and social problems. The *values* held by people are more frequently the determining factors in choices which are made.

One of your special tasks as a social studies teacher is to help young people develop the values necessary for good citizenship in a democratic society. This issue of the Digest is particularly suited to assist you in this endeavor. The material on pages S-15 through S-17 has been organized to demonstrate the scope that the study of values encompasses: from the individual's conduct in his own affairs, through his applications in business affairs to the potency of group values in shaping world history.

You might lead the class in discussions of any of the many questions raised, or perhaps your students could choose their own topics. It is most desirable to relate this area to the students' personal experiences and needs. They might be advised to keep these points in mind: (1) how values develop; (2) values they consider important; (3) the role values play in our lives; (4) why some values are considered "good" and some "bad."

Book Sources

A Curriculum for Citizenship, by Meier, Cleary and Davis, and *Emotional Adjustment: A Key to Good Citizenship,* by Pflieger and Weston, deal with democratic values in educational practice.

This I Believe, compiled by Edward R. Murrow, is useful for analyzing the values of a number of famous people.

The Thirty-Seventh Annual Meeting
National Council for the Social Studies
Hotel Penn-Sheraton, Pittsburgh, Pennsylvania
November 28, 29 and 30, 1957

Visit Reader's Digest Booth 43

Profiles in Courage, by John Kennedy, may be used to illustrate how the values of political leaders affected their actions.

Film Sources

A few sources of free films describing changing American industry are:

1. Association Film, Inc., Broad at Elm Street, Ridgefield, New Jersey
2. General Motors Corporation, Public Relations Film Library, General Motors Building, Detroit 2, Michigan
3. Ford Motor Company, 16 East 52 Street, New York 22, New York
4. Modern Talking Picture Service, 3 East 54 Street, New York 22, New York

Digest Reference Readings

Keep a file of Digest articles. They may be used for many years as supplementary learning materials in social studies classes. Some teachers save each issue for future class use; others clip articles and file them under appropriate headings. In either case, for whatever topic a class is studying, the teacher has a collection of pertinent articles as added resource material.

An Over-All Quiz That Both Teaches and Tests

GALLERY OF GENIUSES

The article on page 69 of the current Digest presents a stimulating discussion of the question: "What Makes a Genius?" The following quiz of brief "pen portraits" will test students' familiarity with some of the geniuses mentioned in the article and may arouse interest in further research and individual reports.

You may wish to use only the first ten items with the entire class, scoring 10 for each correct answer. (Perfect score is 100%.) The additional "portraits" will probably challenge even your best students.

Ask students to identify these geniuses from the brief facts given. *(Correct answers and Digest page references are in boldface type.)*

1. Elizabethan dramatist and poet (1564-1616). Creator of such characters as: Iago, Malvolio, Kate, Falstaff, Puck. **(Shakespeare—69)**
2. Spanish novelist (1547-1616). Famous for *Don Quixote,* his great satire on chivalry. **(Miguel de Cervantes—71)**
3. English romantic poet (1792-1822) whose best-known single

poems include: "The Cloud," "Ode to the West Wind," "To a Skylark," "Ozymandias." **(Percy Bysshe Shelley—71)**

4. American novelist (1819-1891). His most famous book is *Moby Dick*; also wrote *Typee* and *Omoo*. **(Herman Melville—72)**
5. American poet (1819-1892) whose outstanding work is *Leaves of Grass*. Famous single poems include: "O Captain! My Captain!," "I Hear America Singing," "Crossing Brooklyn Ferry." **(Walt Whitman—73)**
6. Sixteenth president of the United States (1809-1865), noted for the Emancipation Proclamation and his immortal Gettysburg Address. **(Abraham Lincoln—71)**
7. Great English naturalist (1809-1882). His outstanding books are: *On the Origin of Species* and *The Descent of Man*. **(Charles Darwin—71)**
8. American (German-born) theoretical physicist (1879-1955), noted for his theory of relativity. Awarded 1921 Nobel prize for physics. **(Albert Einstein—70)**
9. Austrian composer (1756-1791). His best-known operas are: *The Marriage of Figaro, Don Giovanni, The Magic Flute*. **(Wolfgang Mozart—70)**
10. Italian painter, sculptor, architect, engineer and scientist (1452-1519). Among his famous paintings are the *Mona Lisa* and *The Last Supper*. **(Leonardo da Vinci—70)**

Extra Challenges

11. Russian novelist (1821-1881). His important novels include *Crime and Punishment* and *The Brothers Karamazov*. **(Fëdor Dostoievski—72)**
12. English philosopher and economist (1806-1873). His best-known treatises include: *On Liberty, Thoughts on Parliamentary Reform, Representative Government*. **(John Stuart Mill—70)**
13. German poet, dramatist and novelist (1749-1832). Among his works are: *The Sorrows of Werther, Iphigenia, Faust*. **(Johann Wolfgang von Goethe—71)**
14. Dutch painter and etcher (1606-1669). Distinguished by his handling of light and shadow. Among his famous paintings are: *The Anatomy Lesson* and *The Night Watch*. **(Rembrandt—71)**
15. German organist and composer (1685-1750). Known for his church music and his work in counterpoint and the fugue. Among his famous works are his *Passion According to St. Matthew* and *Mass in B Minor*. **(Johann Sebastian Bach—71)**
16. German composer of Flemish descent (1770-1827). His nine symphonies are most widely known among his works, especially the Third *(Eroica)*, the Fifth, the Sixth *(Pastoral)*, the Ninth *(Choral)*. **(Beethoven—69)**

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An Invitation

Coffee Break AT THE N.C.T.E.

Are you attending the 47th Annual Convention of the National Council of Teachers of English in Minneapolis, November 28-30? If so, staff members of the Educational Department look forward to meeting you. You are cordially invited to a "Coffee Break" on Friday, November 29, from 10 a.m. to 12 noon in the Digest's suite at the Leamington Hotel. Won't you join us?

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